

SAXE GOTHA ELEMENTARY

100 Bill Williamson Court
Lexington, South Carolina 29073

GRADES K-5 Elementary School

ENROLLMENT 728 Students

PRINCIPAL William H. Olawsky 803-957-7022

SUPERINTENDENT Dr. Karen C. Woodward 803-951-8363

BOARD CHAIR Ms. Kay P. Coker 803-892-3227

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	61	28	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Average	No
2004	Good	Good	Yes

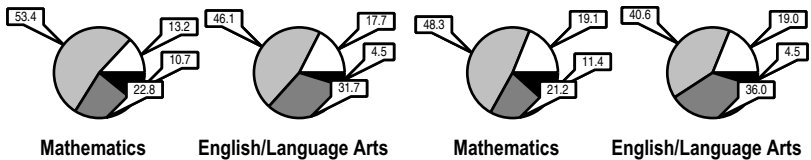
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	387	100.0	17.4	46.4	31.8	4.4	49.4	Yes	Yes
Gender									
Male	193	100.0	21.1	43.3	32.2	3.3	47.8		
Female	194	100.0	13.7	49.5	31.3	5.5	51.1		
Racial/Ethnic Group									
White	337	100.0	15.1	46.5	33.6	4.7	50.9	Yes	Yes
African-American	25	100.0	15.0	45.0	35.0	5.0	55.0	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	52.4	47.6	0.0	0.0	23.8	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	292	100.0	9.9	46.7	37.9	5.5	58.5		
Disabled	95	100.0	40.0	45.6	13.3	1.1	22.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	387	100.0	17.4	46.4	31.8	4.4	49.4		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	379	100.0	16.1	46.9	32.5	4.5	50.0		
Socio-Economic Status									
Subsidized meals	197	100.0	23.8	47.0	24.9	4.3	40.0	Yes	Yes
Full-pay meals	190	100.0	10.7	45.8	39.0	4.5	59.3		

Mathematics - State Performance Objective = 15.5%									
All Students	387	100.0	13.0	52.5	22.4	12.2	52.2	Yes	Yes
Gender									
Male	193	100.0	14.4	50.6	21.7	13.3	50.0		
Female	194	100.0	11.5	54.4	23.1	11.0	54.4		
Racial/Ethnic Group									
White	337	100.0	11.6	53.5	22.3	12.6	53.8	Yes	Yes
African-American	25	100.0	10.0	50.0	30.0	10.0	45.0	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	22	100.0	33.3	42.9	19.0	4.8	33.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	292	100.0	6.6	52.2	27.6	13.6	60.3		
Disabled	95	100.0	32.2	53.3	6.7	7.8	27.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	387	100.0	13.0	52.5	22.4	12.2	52.2		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	379	100.0	12.1	52.8	22.6	12.4	52.8		
Socio-Economic Status									
Subsidized meals	197	100.0	16.8	56.2	20.0	7.0	44.3	Yes	Yes
Full-pay meals	190	100.0	9.0	48.6	24.9	17.5	60.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	134	99.3	14.9	42.1	40.5	2.5	43.0
	Grade 4	131	100.0	25.6	34.7	38.0	1.7	39.7
	Grade 5	125	99.2	23.0	55.8	21.2	N/A	21.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	100.0	11.7	33.3	44.1	10.8	55.0
	Grade 4	142	100.0	23.0	48.2	27.3	1.4	28.8
	Grade 5	130	100.0	15.5	59.7	21.7	3.1	24.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	134	99.3	17.4	58.7	20.7	3.3	24.0
	Grade 4	131	100.0	20.7	51.2	19.8	8.3	28.1
	Grade 5	125	100.0	7.1	44.2	34.5	14.2	48.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	100.0	9.9	60.4	24.3	5.4	29.7
	Grade 4	142	100.0	12.2	64.0	18.7	5.0	23.7
	Grade 5	130	100.0	15.5	40.3	24.0	20.2	44.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 728)				
First graders who attended full-day kindergarten	92.9%	N/C	100.0%	100.0%
Retention rate	1.8%	Down from 2.2%	3.0%	2.7%
Attendance rate	95.5%	Up from 94.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.9%		3.1%	3.5%
Eligible for gifted and talented	14.0%	Down from 19.4%	15.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.4%	Down from 12.0%	9.2%	8.2%
Older than usual for grade	0.5%	Up from 0.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	50.0%	Up from 42.6%	52.0%	51.4%
Continuing contract teachers	90.0%	Down from 91.8%	90.6%	87.5%
Highly qualified teachers**	98.1%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.3%	Up from 90.8%	88.0%	86.7%
Teacher attendance rate	96.0%	Up from 94.3%	95.0%	94.9%
Average teacher salary	\$41,597	Up 1.5%	\$40,869	\$40,760
Prof. development days/teacher	16.9 days	Up from 10.2 days	12.3 days	12.4 days

School				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Down from 17.7 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.2%	Up from 88.6%	90.3%	90.0%
Dollars spent per pupil*	\$6,636	Up 0.5%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	68.0%	Down from 69.2%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Parents:

It has been a very exciting and busy 2003-2004 school year at Saxe Gotha Elementary. Our students have shown daily improvement academically and socially. Students, faculty and staff set an example for other schools in our community by raising more than \$21,000 to support cancer research, St. Jude's Children's Hospital, local families in need, and other community outreach programs as a part of their service-related activities. The State Department of Education awarded our school a "Red Carpet School" award that recognizes schools with family-friendly environments.

The 2004 Palmetto Achievement Challenge Tests scores are not yet available. A review of the 2003 scores reveals that 79 percent of our students met standards in English/Language Arts and 85 percent met standards in Mathematics. Our students scored higher than students from schools like ours across the state.

There were many other successful activities this school year. One hundred percent of our students participated in a very extensive Character Education Program. Our Destination Imagination Team placed first in the state and represented us in national competition.

Our Star Publishing Company published 450 books written by our students while our "Wee Deliver Postal Service" delivered mail within the school. Both of these programs help to promote improvement in writing skills.

Our faculty, staff and School Improvement Council reviewed our School Improvement Plan. We met to discuss strategies that we needed to implement for even greater improvement. We created school committees with solid, measurable objectives to help guide our students and staff in these areas.

In an attempt to increase the time devoted to learning, we implemented a new tardy program. This change, along with student incentives, decreased tardiness — providing our students with more classroom instruction time. Teachers also documented each child's service activities in order to emphasize social and personal responsibility.

Our Reading Specialists in first and second grades made great strides with students needing extra help. Our new Literacy Coach also worked with staff and students to promote reading and writing.

We extend our gratitude to our School Improvement Council, PTO, business partners and parent volunteers for providing our students with true opportunities to be "Shining Stars in a Galaxy of Excellence!"

William H. Olawsky, Principal

Sharon Barkley, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	113	94
Percent satisfied with learning environment	100.0%	93.8%	96.8%
Percent satisfied with social and physical environment	100.0%	97.3%	96.7%
Percent satisfied with home-school relations	96.5%	99.1%	87.9%

*Only students at the highest elementary school grade level at this school and their parents were included.